

Child Development

Program Goal

To provide an efficient and effective child care and development system, as determined by community needs, offering a full range of services in a safe, healthful, and nurturing environment

Note: This program instrument is a guide for monitoring program quality and compliance and, in some cases, contains only a sampling of compliance issues. The complete list of state and federal regulations or other legal mandates governing the program may not be included in this instrument. Applicable legal citations for this program include, but are not limited to, the following:

- *Code of Federal Regulations*, Title 45, Subtitle A—Department of Health and Human Services, 98—Child Care and Development Fund
- Child Care and Development Fund Plan for California 01-03
- California State Constitution, Article XVI, Section 5
- California *Education Code*, Title 1, Division 1, Part 6, Chapter 2, Child Care and Development Services Act, Articles 1–22, sections 8200–8481
- California *Code of Regulations*, Title 5, Division 19, Child Care and Development Programs, sections 18000–18305
- California *Health and Safety Code*, Division 2, chapters 3.35–3.6, sections 1596.60–1587.621
- *United States Code*, sections 12101 et seq.

Training on compliance with the Child Development program standards and procedures set forth in this guide may change, depending on the final disposition of proposed revisions in Title 5 of the *California Code of Regulations*. Any compliance standard or procedure not authorized by regulation at the time the standard or procedure is to be carried out will be considered voluntary. CDE will not penalize any contractor for failing to implement a standard or procedure that is considered voluntary.

Key Dimensions

- I. Standards, Assessment, and Accountability** To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness
- II. Teaching and Learning** To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- III. Opportunity (equal educational access)** To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities
- IV. Staffing and Professional Growth** To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities
- V. Parent and Community Involvement** To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training, volunteer activities, and the creation of partnerships
- VI. Governance and Administration** To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Child Development Programs							
(F2AP)	Federal CalWORKs (Stage 2)	(FHUD)	Federal Housing Development	(FBRR)	Federal Resource and Referral	(GHAN)	Handicapped Child Care
(F3TO)	Federal CalWORKs (Stage 3)	(FFCC)	Federal Family Child Care	(GCPS)	General Child Protective Services	(GLTK)	Extended Day Care
(FAPP)	Federal Alternative Payment	(G2AP)	General CalWORKs (Stage 2)			(GMIG)	Migrant Child Care
(FCPS)	Federal Child Protective Services	(G3TO)	General CalWORKs (Stage 3)	(GCTR)	General Child Care	(GPRE)	State Preschool
		(GAPP)	General Alternative Payment	(GFCC)	General Family Child Care	(GWAP)	Full Day Preschool
(FCTR)	Federal Child Care	(GCAM)	Campus Child Care	(GFRR)	Resource and Referral	(GHUD)	General Housing Development

Child Development

Program Goal: To provide an efficient and effective child care and development system, as determined by community needs, offering a full range of services in a safe, healthful, and nurturing environment

I	Standards, Assessment, and Accountability			To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness										
	Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status										
				C	NC	N/A								
	<p>I-C1 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The agency maintains the Desired Results Developmental Profile and family survey data for children and families. The agency uses this information to plan and conduct age- and developmentally appropriate activities and to monitor family involvement and satisfaction.</p> <p>(EC 8203.5[b]; 5 CCR 18270 et seq.)*</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none">For each contract, select a sample of children’s names from the enrollment and attendance register (Form CD-9400 or comparable form) for review. <p>The number of files sampled should be based on enrollment as follows:</p> <table><tr><td>Enrollment</td><td>No. of Files</td></tr><tr><td>Fewer than 100</td><td>8</td></tr><tr><td>100 to 499</td><td>15</td></tr><tr><td>500 or more</td><td>20</td></tr></table> <p>A minimum average sample of two files per center or home serving subsidized children for each program should be included.</p> <ul style="list-style-type: none">Review the sample of children’s files for Desired Results Developmental Profiles. Use this sample of Desired Results Developmental Profiles and review activity plans to verify that the Desired Results Developmental Profiles are being used to address each child’s needs.	Enrollment	No. of Files	Fewer than 100	8	100 to 499	15	500 or more	20	<ul style="list-style-type: none">A child’s file includes the Desired Results Developmental Profile.The contractor has completed the Desired Results Developmental Profiles for children who have attended CDD programs at least ten hours a week between the hours of 6 a.m. and 8 p.m. for a period of approximately two months or equivalent period so that the child’s development is familiar to his or her primary teacher:<ul style="list-style-type: none">— Infants: once every three months— Toddlers: once every four months— Preschool and school age: once every six monthsThe agency submits documentation of how the program uses the Desired Results Developmental Profile to plan and conduct age- and developmentally appropriate activities.The agency conducts the parent survey.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment	No. of Files													
Fewer than 100	8													
100 to 499	15													
500 or more	20													

	<ul style="list-style-type: none"> Interview program staff. <i>ASK:</i> How are the Desired Results Developmental Profiles used in the program? Review family survey results and determine how the program is using the information for program improvement to meet families' needs. 	
<p>I-C2 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, FBRR) The agency has developed and implemented an annual evaluation plan that determines whether the program goals and objectives are being met.</p> <p>(EC 8261[a][2]; 5 CCR 18270 et seq.)* *Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review the agency's evaluation plan, ongoing monitoring or process, and self-assessment to ascertain implementation. Review the agency's self-assessment to ensure that it was completed in accord with instructions specified by the Child Development Division and was included in the evaluation process. Review the annual evaluation plan or process to ascertain whether it includes assessment of the program by parents, staff, and board members. Review the evaluation plan or process to ascertain whether the goals and objectives have been modified as a result of assessment or evaluation data. Review the following Desired Results Summary data forms: <ul style="list-style-type: none"> — Desired Results parent surveys — Coordinated compliance and contract monitoring review instrument — Environment rating scales 	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <ul style="list-style-type: none"> Verification exists that the agency's self-assessment was included in the evaluation plan. Assessment and evaluation data and information from parents, staff, and board members are on file. Documentation is available to verify that the goals and objectives or program components have been modified as a result of the annual evaluation process.

II	Teaching and Learning				
	To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices				
Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-C3 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program’s approach to child development and education is developmentally, linguistically, and culturally appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles. (EC 8203, 8261; 5 CCR 18270 et seq.)* *Additional regulations are contemplated.	District or Agency • Complete the appropriate environmental rating scale: For preschool center care, complete the early childhood environment rating scale (ECERS). For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS). For school-age center care, complete the school-age care environment rating scale (SACERS). For family child care home , complete the family day care rating scale (FDCRS).	ECERS On the ECERS items listed below, an average score of at least 4 must be achieved. Space and Furnishings 1. Indoor space 2. Furniture for routine care, play, and learning 3. Furnishings for relaxation and comfort 4. Room arrangement for play 5. Space for privacy 6. Child-related display 15. Books and pictures 22. Blocks 23. Sand/Water 25. Nature/Science 26. Math/Numbers 27. Use of TV, video, and computers 30. General supervision of children Program Structure 34. Schedule 35. Free play 37. Provision for children with disabilities ITERS On the ITERS items listed below, an average score of at least 4 must be achieved. Furnishings and Display for Children 2. Use of furnishings for learning activities 3. Furnishings for relaxation and comfort 4. Room arrangement 5. Display for children Program Structure 28. Schedule of daily activities 31. Provision for exceptional needs	<div></div>	<div></div>	<div></div>

		<p>SACERS On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Space and Furnishings</p> <ol style="list-style-type: none"> 1. Indoor space 3. Space for privacy 4. Room arrangement <ol style="list-style-type: none"> a. Homework as part of program 6. Furnishings for learning and recreational activities 7. Furnishings for relaxation and comfort 9. Access to host facility <p>Program Structure</p> <ol style="list-style-type: none"> 37. Schedule 38. Free choice 40. Use of community resources <p>Special Needs Supplementary Items</p> <ol style="list-style-type: none"> 44. Provision for exceptional needs 46. Multiple opportunities for learning and practicing skills <p>FDCRS On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Space and Furnishings for Care and Learning</p> <ol style="list-style-type: none"> 1. Furnishings for routine care and learning 2. Furnishings for relaxation and comfort 3. Child-related display 4. Indoor space arrangement 6. Space to be alone <ol style="list-style-type: none"> a. Infants/toddlers b. Two years and up <p>Learning Activities</p> <ol style="list-style-type: none"> 25. Schedule of daily activities <p>Social Development</p> <ol style="list-style-type: none"> 27. Tone 29. Cultural awareness <p>Provision for Exceptional Children</p> <ol style="list-style-type: none"> 33. Adaptations for basic care 34. Adaptations for activities 	
--	--	---	--

	35. Adaptations for other special needs	
<p>II-C4 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program is inclusive of children with exceptional needs, is consistent with their individualized family service plan or individualized education program, and promotes an environment of acceptance. (EC 8203, 8261; 5 CCR 18270 et seq.)*</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Complete the appropriate environmental rating scale: <p>For preschool center care, complete the early childhood environment rating scale (ECERS).</p> <p>For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS).</p> <p>For school-age center care, complete the school-age care environment rating scale (SACERS).</p> <p>For family child care home, complete the family day care rating scale (FDCRS).</p> <p>ECERS On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Interaction 30. General supervision of children 32. Staff-child interactions 33. Interactions among children</p> <p>Program Structure 37. Provision for exceptional children</p> <p>ITERS On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>Interactions 25. Peer interactions 26. Adult-child interactions</p> <p>Program Structure 29. Supervision of daily activities 31. Provision for children's exceptional needs</p> <p>SACERS On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Interactions 29. Staff-child interactions 31. Staff supervision of children 33. Peer interactions</p> <p>Special Needs Supplementary Items 44. Provision for exceptional needs of children 45. Individualization 46. Multiple opportunities for learning and practicing skills 47. Engagement 48. Peer interactions 49. Promoting communication</p> <p>FDCRS On the FDCRS items listed below, an average score</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

		<p>of at least 4 must be achieved.</p> <p>Provision for Exceptional Children</p> <p>33. Adaptations for basic care (physically handicapped)</p> <p>34. Adaptations for activities (physically handicapped)</p> <p>35. Adaptations for other special needs</p> <p>36. Communication</p> <p>37. Language/reasoning</p> <p>38. Learning and play activities</p> <p>39. Social development (exceptional children)</p> <p>40. Caregiver preparation</p>	
<p>II-C5 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program encourages respect for the feelings and rights of others, supporting and respecting the gender, ethnicity, home language, culture, and family composition of each child in ways that support the child's health and well-being.</p> <p>(EC 8203, 8261; 5 CCR 18270 et seq.)*</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> <p>Complete the appropriate environmental rating scale:</p> <p>For preschool center care, complete the early childhood environment rating scale (ECERS).</p> <p>For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS).</p> <p>For school-age center care, complete the school-age care environment rating scale (SACERS).</p> <p>For family child care home, complete the family day care rating scale (FDCRS).</p> 	<p>ECERS</p> <p>On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Language – Reasoning</p> <p>16. Encourage children to communicate</p> <p>18. Informal use of language</p> <p>Activities</p> <p>28. Promote acceptance of diversity</p> <p>Interactions</p> <p>30. General supervision of children</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>ITERS</p> <p>On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>Listening and Talking</p> <p>15. Informal use of language</p> <p>Learning Activities</p> <p>24. Cultural awareness</p> <p>25. Peer interaction</p> <p>26. Adult-child interaction</p> <p>Program Structure</p> <p>29. Supervision of daily activities</p> <p>Adult Needs</p> <p>35. Provision for parents</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>SACERS On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Activities 27. Cultural awareness</p> <p>Interactions 29. Staff-child interaction 30. Staff-child communication 31. Staff supervision of children 33. Peer interactions 34. Interactions between staff and parents 36. Relationship between program staff and classroom teachers</p> <p>FDCRS On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Language and Reasoning 14a. Informal use of language (infants/toddlers) 14b. Informal use of language (two years and older)</p> <p>Learning Activities 26. Supervision of play indoors and outdoors</p> <p>Social Development 29. Cultural awareness</p> <p>Adult Needs 30. Relationship with parents</p>	
<p>II-C6 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program supports children’s social and emotional development by building trust; fostering independence; encouraging self-control by setting clear, consistent limits and having realistic expectations. (EC 8203, 8261; 5 CCR 18270 et seq.*)</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Complete the appropriate environmental rating scale: For preschool center care, complete the early childhood environment rating scale (ECERS). For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS). For school-age center care, complete the school-age care environment rating scale (SACERS). <p>ECERS On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Language and Reasoning 16. Encouraging children to communicate 18. Informal use of language</p> <p>Interaction 30. General supervision of children 31. Discipline 33. Interactions among children</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>For family child care home, complete the family day care rating scale (FDCRS).</p> <p>Program Structure 35. Free play 36. Group time 37. Provision for children with disabilities</p> <p>ITERS On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>Learning Activities 19. Art 20. Music and movement 24. Cultural awareness</p> <p>Interactions 25. Peer interaction 26. Caregiver-child interaction 27. Discipline</p> <p>Program Structure 29. Supervision of daily activities 31. Provision for exceptional needs</p> <p>SACERS On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Interactions 29. Staff-child interactions 30. Staff-child communication 31. Staff supervision of children 32. Discipline 33. Peer interactions</p> <p>Program Structure 38. Free choice</p> <p>Special Needs Supplementary Items 45. Individualization 46. Multiple opportunities for learning and practicing skills</p> <p>FDCRS On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Language and Reasoning 14. Informal use of language a. Infant and toddler</p>	
--	--	--

	<p>b. Two years and older</p> <p>Learning Activities</p> <p>19. Art</p> <p>20. Music and movement play</p> <p>26. Supervision of children indoors and outdoors</p> <p>Social Development</p> <p>28. Discipline</p> <p>29. Cultural awareness</p> <p>Adult Needs</p> <p>30. Relationship with parents</p> <p>Provision for Special Needs</p> <p>34. Adaptations for activities (physical handicap)</p> <p>35. Adaptations for other special needs</p> <p>39. Social development</p>	
<p>II-C7 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program staff supports children's social and emotional development by planning routines and transitions so they can occur in a timely, predictable, and unhurried manner according to each child's needs. The program also provides a balanced daily program of child-initiated and adult-directed activities, including individual and small-group activities.</p> <p>(EC 8203, 8261; 5 CCR 18270 et seq.*)</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Complete the appropriate environmental rating scale: <ul style="list-style-type: none"> For preschool center care, complete the early childhood environment rating scale (ECERS). For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS). For school-age center care, complete the school-age care environment rating scale (SACERS). For family child care home, complete the family day care rating scale (FDCRS). 	<p>ECERS</p> <p>On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Space and furnishings</p> <p>1. Indoor space</p> <p>4. Room arrangement for play</p> <p>5. Space for privacy</p> <p>Personal Care Routines</p> <p>9. Greeting/departure</p> <p>13. Health practices</p> <p>Interaction</p> <p>30. General supervision of children</p> <p>33. Staff-child interactions</p> <p>Program Structure</p> <p>34. Schedule</p> <p>Parents and Staff</p> <p>41. Staff interaction and cooperation</p> <p>ITERS</p> <p>On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>Furnishings and Display for Children</p> <p>1. Furnishings for routine care</p>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

	<p>3. Furnishings for relaxation and comfort</p> <p>4. Room arrangement</p> <p>Personal Care Routines</p> <p>6. Greeting and departing</p> <p>8. Nap</p> <p>9. Diapering/toileting</p> <p>Interaction</p> <p>26. Caregiver-child interactions</p> <p>Program Structure</p> <p>28. Schedule of daily activities</p> <p>29. Supervision of daily activities</p> <p>30. Staff cooperation</p> <p>31. Provision for children's exceptional needs</p> <p>SACERS</p> <p>On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Space and Furnishings</p> <p>1. Indoor space</p> <p>3. Space for privacy</p> <p>4. Room arrangement</p> <p>Health and Safety</p> <p>19. Personal hygiene</p> <p>Interactions</p> <p>28. Greeting/Departure</p> <p>31. Staff supervision of children</p> <p>35. Staff interaction</p> <p>Program Structure</p> <p>37. Schedule</p> <p>38. Free choice</p> <p>FDCRS</p> <p>On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Space and Furnishings for Care and Learning</p> <p>4. Indoor space arrangement</p> <p>6. Space to be alone</p> <p>a. Infants/toddlers</p> <p>b. Two years and up</p> <p>Basic Care</p> <p>7. Arriving/leaving</p>	
--	--	--

	<p>9. Nap/rest 10. Diapering/toileting</p> <p>Learning Activities 24. Use of TV 25. Schedule of daily activities 26. Supervision of play indoors and outdoors</p> <p>Provision for Special Needs 33. Adaptations for basic care (physical handicap) 35. Adaptations for other special needs</p>	
<p>II-C8 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program helps children develop emotional security and facility in social relationships. (EC 8203, 8261; 5 CCR 18270 et seq.)*</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Complete the appropriate environmental rating scale: <p>For preschool center care, complete the early childhood environment rating scale (ECERS).</p> <p>For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS).</p> <p>For school-age center care, complete the school-age care environment rating scale (SACERS).</p> <p>For family child care home, complete the family day care rating scale (FDCRS).</p> 	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <p>ECERS On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Personal Care Routines 9. Greeting and departure</p> <p>Language and Reasoning 16. Encouraging children to communicate</p> <p>Interaction 30. General supervision of children 32. Staff-child interactions 33. Interactions among children</p> <p>Program Structure 35. Free play 36. Group time 37. Provision for children with disabilities</p> <p>ITERS On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>Personal Care Routines 6. Greeting and departing</p> <p>Interactions 25. Peer interaction 26. Caregiver-child interaction</p> <p>Program Structure 28. Schedule of daily activities 29. Supervision of daily activities</p>

	<p>Adult Needs 35. Provision for parents</p> <p>SACERS On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Interactions 28. Greeting/Departing 29. Staff-child interactions 30. Staff-child communication 31. Staff supervision of children 33. Peer interactions</p> <p>Program Structure 38. Free choice</p> <p>Special Needs Supplementary Items 45. Individualization 47. Engagement</p> <p>FDCRS On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Language and Reasoning 14. Informal use of language a. Infants/toddlers b. Two years and older 16. Helping children use language</p> <p>Learning Activities 26. Supervision of play indoors and outdoors 27. Tone</p> <p>Provision for Exceptional Needs 39. Social development</p>	
<p>II-C9 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program provides for the development of each child’s cognitive and language skills by using various strategies, including experimentation, inquiry, observation, play, and exploration.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Complete the appropriate environmental rating scale: For preschool center care, complete the early childhood environment rating scale (ECERS). For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS). 	<p>ECERS On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Space and Furnishings 1. Indoor space 2. Furniture for routine care, play, and learning 3. Furnishings for relaxation and comfort</p> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

<p>(EC 8203, 8261; 5 CCR 18270 et seq.*)</p> <p>*Additional regulations are contemplated.</p>	<p>(ITERS).</p> <p>For school-age center care, complete the school-age care environment rating scale (SACERS).</p> <p>For family child care home, complete the family day care rating scale (FDCRS).</p> <p>4. Room arrangement for play 5. Space for privacy 6. Child-related display</p> <p>Language and Reasoning 15. Books and pictures</p> <p>Activities 22. Blocks 23. Sand/Water 25. Nature/Science 26. Math/Numbers 27. Use of TV, video, and computers</p> <p>Interaction 30. General supervision of children</p> <p>Program Structure 35. Free play 37. Provision for children with disabilities</p> <p>ITERS On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>Furnishings and Display for Children 1. Furnishings for routine care 2. Furnishings for learning activities 3. Furnishings for relaxation and comfort 4. Room arrangement for play</p> <p>Learning Activities 17. Eye-hand coordination 18. Active physical play 19. Art 20. Music and movement 21. Blocks 22. Pretend play 23. Sand and water play 24. Cultural awareness</p> <p>Program Structure 28. Schedule of daily activities 29. Supervision of daily activities 31. Provision for children with exceptional needs</p> <p>SACERS On the SACERS items listed below, an average</p>	
---	--	--

	<p>score of at least 4 must be achieved.</p> <p>Space and Furnishings</p> <ol style="list-style-type: none"> 1. Indoor space 3. Space for privacy 4. Room arrangement <ol style="list-style-type: none"> a. When doing homework is part of the program 5. Furnishings for routine care (eating, nap, storage of children's possessions) 6. Furnishings for learning and recreational activities 7. Furnishings for relaxation and comfort 9. Access to host facilities <p>Activities</p> <ol style="list-style-type: none"> 22. Blocks and construction 24. Language/reading activities 25. Math/reasoning activities 26. Science/nature activities <p>Interactions</p> <ol style="list-style-type: none"> 31. Staff supervision of children <p>Program Structure</p> <ol style="list-style-type: none"> 38. Free choice 40. Use of community resources <p>Special Needs Supplementary Items</p> <ol style="list-style-type: none"> 48. Peer interactions 49. Promoting communication <p>FDCRS</p> <p>On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Space and Furnishings</p> <ol style="list-style-type: none"> 1. Furnishings for routine care and learning 2. Furnishings for relaxation and comfort 4. Indoor space arrangement 5. Active physical play 6. Space to be alone <ol style="list-style-type: none"> a. Infants/toddlers b. Two years and up <p>Language and Reasoning</p> <ol style="list-style-type: none"> 14. Informal use of language <ol style="list-style-type: none"> a. Infants/toddlers 	
--	--	--

	<p>b. Two years and older</p> <p>16. Helping children use language</p> <p>17. Helping children reason</p> <p>Learning Activities</p> <p>19. Art</p> <p>20. Music and movement</p> <p>21. Sand and water play</p> <p>22. Dramatic play</p> <p>23. Blocks</p> <p>25. Schedule of daily activities</p> <p>26. Supervision of play indoors and outdoors</p> <p>Provision for Exceptional Needs</p> <p>34. Adaptations for activities (physical handicap)</p> <p>35. Adaptations for other special needs</p> <p>37. Language and reasoning</p> <p>38. Learning and play activities</p>	
<p>II-C10 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program provides for the development of each child's cognitive and language skills by ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue. (EC 8203, 8261; 5 CCR 18270 et seq.*)</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Complete the appropriate environmental rating scale: <p>For preschool center care, complete the early childhood environment rating scale (ECERS).</p> <p>For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS).</p> <p>For school-age center care, complete the school-age care environment rating scale (SACERS).</p> <p>For family child care home, complete the family day care rating scale (FDCRS).</p> <p>ECERS On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Activities</p> <p>20. Art</p> <p>21. Music and movement</p> <p>24. Dramatic play</p> <p>Interaction</p> <p>32. Staff-child interaction</p> <p>33. Interactions among children</p> <p>ITERS On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>Learning Activities</p> <p>19. Art</p> <p>22. Music and movement</p> <p>23. Pretend play</p> <p>Interaction</p> <p>25. Peer interaction</p> <p>26. Adult-child interaction</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>Program Structure 31. Provision for children with exceptional needs</p> <p>SACERS On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Activities 20. Arts and crafts (e.g., sculpting, pottery, and embroidery) 21. Music and movement 23. Drama/theater</p> <p>Interactions 29. Staff-child interactions 33. Peer interactions</p> <p>FDCRS On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Language and Reasoning 14. Informal use of language a. Infants/toddlers b. Two years and older 16. Helping children use language</p> <p>Learning Activities 19. Art 20. Music and movement 22. Dramatic play</p>	
<p>II-C11 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program provides for the development of each child’s cognitive and language skills by promoting interaction and language use among children and between children and adults. (EC 8203, 8261; 5 CCR 18270 et seq.*)</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Complete the appropriate environmental rating scale: <div>For preschool center care, complete the early childhood environment rating scale (ECERS).</div> <div>For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS).</div> <div>For school-age center care, complete the school-age care environment rating scale (SACERS).</div> <p>ECERS On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Personal Care Routines 9. Greeting and departing</p> <p>Language and Reasoning 16. Encourage children to communicate 17. Use language to develop reasoning skills 18. Informal use of language</p> <p>Interaction 31. Discipline</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

	<p>For family child care home, complete the family day care rating scale (FDCRS).</p> <p>32. Staff-child interactions 33. Interactions among children</p> <p>Program Structure 37. Provision for children with disabilities</p> <p>ITERS On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>Personal Care Routines 6. Greeting/departure 7. Meals and snacks</p> <p>Listening and Talking 15. Informal use of language 16. Books and pictures</p> <p>Interaction 25. Peer interaction 26. Caregiver-child interaction</p> <p>Program Structure 31. Provision for children with exceptional needs</p> <p>SACERS On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Interactions 28. Greeting/departing 29. Staff-child interactions 30. Staff-child communication 31. Staff supervision of children 32. Discipline 33. Peer interactions</p> <p>Special Needs Supplementary Items 46. Multiple opportunities for learning and practicing skills 49. Promoting communication</p> <p>FDCRS On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Basic Care 7. Arriving and leaving</p> <p>Language and Reasoning</p>	
--	---	--

	<p>14. Informal use of language</p> <p>a. Infants/toddlers</p> <p>b. Two years and older</p> <p>15 Helping children understand language</p> <p>a. Infants/toddlers</p> <p>b. Two years and older</p> <p>16. Helping children use language</p> <p>Provision for Exceptional Needs</p> <p>36. Communication</p> <p>37. Language and reasoning</p> <p>39. Social development</p>	
<p>II-C12 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program provides for the development of each child’s cognitive and language skills by supporting emerging literacy and numeracy development through materials and activities suited to the developmental level of each child.</p> <p>(EC 8203, 8261; 5 CCR 18270 et seq.*)</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Complete the appropriate environmental rating scale: <p>For preschool center care, complete the early childhood environment rating scale (ECERS).</p> <p>For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS).</p> <p>For school-age center care, complete the school-age care environment rating scale (SACERS).</p> <p>For family child care home, complete the family day care rating scale (FDCRS).</p> 	<p>ECERS</p> <p>On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>15. Books and pictures</p> <p>16. Encouraging children to communicate</p> <p>17. Using language to develop reasoning skills</p> <p>18. Informal use of language</p> <p>21. Music and movement</p> <p>25. Nature and science</p> <p>26. Math/number</p> <p>32. Staff-child interactions</p> <p>33. Interactions among children</p> <p>ITERS</p> <p>On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>15. Informal use of language</p> <p>16. Books and pictures</p> <p>20. Music and movement</p> <p>26. Caregiver-child interaction</p> <p>SACERS</p> <p>On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>21. Music and movement</p> <p>23. Drama/theater</p> <p>24. Language/reading activities</p> <p>25. Math/reasoning activities</p> <p>26. Science/Nature activities</p>

--	--	--

	<p>30. Staff-child communication</p> <p>46. Multiple opportunities for learning and practicing skills</p> <p>49. Promoting communication</p> <p>FDCRS</p> <p>On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>14. Informal use of language</p> <p>a. Infants/toddlers</p> <p>b. Two years and older</p> <p>15. Helping children understand language</p> <p>a. Infants/toddlers</p> <p>b. Two years and older</p> <p>16. Helping children use language</p> <p>17. Helping children reason</p> <p>20. Music and movement</p> <p>36. Communication (exceptional)</p> <p>37. Language/Reasoning (exceptional)</p> <p>38. Social development (exceptional)</p>	
<p>II-C13 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program promotes each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement that support the development of gross motor skills. The program promotes each child's physical development by providing appropriate time, space, equipment, materials, and adult guidance for the development of fine motor skills according to each child's developmental level.</p> <p>(EC 8203, 8261; 5 CCR 18270 et seq.*)</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> <p>Complete the appropriate environmental rating scale:</p> <p>For preschool center care, complete the early childhood environment rating scale (ECERS).</p> <p>For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS).</p> <p>For school-age center care, complete the school-age care environment rating scale (SACERS).</p> <p>For family child care home, complete the family day care rating scale (FDCRS).</p> 	<p>ECERS</p> <p>On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Space for furnishings</p> <p>7. Space for gross motor play</p> <p>8. Gross motor equipment</p> <p>Activities</p> <p>19. Fine motor</p> <p>Interaction</p> <p>29. Supervision of gross motor activities</p> <p>ITERS</p> <p>On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>Furnishings and Display for Children</p> <p>4. Room arrangement</p> <p>Personal Care Routines</p> <p>13. Safety practice</p> <p>Learning Activities</p>

--	--	--

	<p>17. Eye-hand coordination 18. Active physical play</p> <p>Interaction 26. Adult-child interaction 28. Schedule of daily activity</p> <p>SACERS On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Space and Furnishings 2. Space for gross motor activities 8. Furnishings for gross motor activities</p> <p>FDCRS On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Space and Furnishings for Care and Learning 5. Active physical play</p> <p>Learning Activities 18. Eye-hand coordination 25. Schedule of daily activities 26. Supervision of play indoors and outdoors</p> <p>Provision for Exceptional Needs 34. Adaptations for activities (physical handicap) 35. Adaptations for other special needs 38. Learning and play activities (exceptional needs)</p>	
<p>II-C14 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program maintains health and safety practices. The program includes a nutritional component and ensures that children have nutritious meals and snacks while they are in the program. Health nutrition education is integrated into the program activities. (EC 8203, 8204, 8261; 5 CCR 18171, 18270 et seq.*)</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Complete the appropriate environmental rating scale: For preschool center care, complete the early childhood environment rating scale (ECERS). For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS). For school-age center care, complete the school-age care environment rating scale (SACERS). For family child care home, complete the family child care environment rating scale (FCCERS). <p>ECERS On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Personal Care Routine 10. Meals and snacks 11. Nap/rest 12. Toileting/diapering 13. Health practices 14. Safety practices</p> <p>ITERS On the ITERS items listed below, an average score of at least 4 must be achieved.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>family day care rating scale (FDCRS).</p> <ul style="list-style-type: none"> • Review menus for the current month. • Observe mealtime and/or snack. 	<p>Personal Care Routines</p> <ul style="list-style-type: none"> 7. Meals and snacks 9. Diapering/toileting 10. Personal grooming 11. Health practices 12. Health policy 13. Safety practice 14. Safety policy <p>Program Structure</p> <ul style="list-style-type: none"> 29. Supervision of daily activities 31. Provision for exceptional needs of children <p>SACERS</p> <p>On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Health and Safety</p> <ul style="list-style-type: none"> 12. Health policy 13. Health practices 14. Emergency and safety policy 15. Safety practices 16. Attendance 17. Departure 18. Meals/snacks 19. Personal hygiene <p>Interactions</p> <ul style="list-style-type: none"> 31. Staff supervision of children <p>Program Structure</p> <ul style="list-style-type: none"> 40. Use of community resources <p>FDCRS</p> <p>On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Basic Care</p> <ul style="list-style-type: none"> 7. Arriving/Leaving 8. Meals/Snacks 9. Nap/rest 10. Diapering/toileting 11. Personal grooming 12. Health 13. Safety <p>Adult Needs</p>	
--	---	--	--

		<p>31. Balance personal and caregiving responsibilities</p> <p>Provision for Children's Exceptional Needs</p> <p>33. Adaptation for basic care (physical handicap)</p> <p>40. Caregiver preparation</p> <p>The meals, snacks, and meal service are culturally and developmentally appropriate for the children being served and meet the nutritional requirements specified by the federal Child Care Food or National School Lunch Program.</p> <p>Note: Children enrolled in GLTK may bring their own lunches.</p>	
--	--	--	--

III	Opportunity (equal educational access)												
To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities													
Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status										
			C	NC	N/A								
III-C15 (FCTR, FCPS, FFCC, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO) Families with children enrolled in the program have met the eligibility requirement of that program, and required documentation is complete. (EC 8235, 8250[d][1][2], 8263[a][1], 8351[d], 8397[b]; 5 CCR 18083[g], 18084, 18085, 18090, 18092, 18093, 18131[a], 18133, 18211, 18212)	District or Agency <ul style="list-style-type: none">For each contract, select a sample of children’s names from the enrollment and attendance register (Form CD-9400 or comparable form).Refer to the Attendance and Fiscal Report in selecting a sample of family eligibility files, making sure the sample includes children in all enrollment categories claimed (e.g., infants, children who receive services part-time, children with special needs). Also include children who were absent and families who pay subsidized fees. <p>The number of files sampled should be based on the total subsidized enrollment for each program type, as follows:</p> <table><tr><th>Enrollment</th><th>No. of Files</th></tr><tr><td>Fewer than 100</td><td>8</td></tr><tr><td>100 to 499</td><td>15</td></tr><tr><td>500 or more</td><td>20</td></tr></table> <p>The sample for each program should include files from various centers and family child care homes in the contract.</p> <ul style="list-style-type: none">For the sample selected, reviewthe basic data files, including applications for child development services and certifications of eligibility (Form CD-9600) or comparable agency-adopted forms and supporting eligibility documentation.Determine whether eligibility has been properly determined and ensure that all required documentation is contained in the families’ basic data files.	Enrollment	No. of Files	Fewer than 100	8	100 to 499	15	500 or more	20	<ul style="list-style-type: none"><i>For all programs:</i><ul style="list-style-type: none">When appropriate, correct fees are charged according to the current Family Fee Schedule.Family size is determined appropriately.<i>For all federally funded programs:</i><ul style="list-style-type: none">Verification exists that services are provided to children who are either (1) under 13 years of age; or (2) under 18 years of age and physically or mentally incapable of self-care as determined by a legally qualified professional.<i>For all state-funded (general) programs:</i><ul style="list-style-type: none">Verification exists that services are provided to children who are either (1) under 14 years of age; or (2) under 22 years of age and have documented exceptional needs.<i>For eligibility based on income:</i><ul style="list-style-type: none">Income is verified by a copy of a check stub, a record of the information from a check stub, or other appropriate documents. Documentation must be sufficient to support the family’s adjusted monthly gross income as shown on Form CD 9600 or comparable form. Calculations to determine gross monthly income are done correctly. Initial and ongoing eligibility is limited to or within the 75th percentile of the state median income (except for those families who were “grandfathered”) according to the current Family Fee Schedule issued by CDE.<i>For eligibility based on homelessness:</i><ul style="list-style-type: none">A written referral from an emergency shelter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrollment	No. of Files												
Fewer than 100	8												
100 to 499	15												
500 or more	20												

	<p>or other legal, medical, or social service agency or a written parental declaration is on file to verify that the family is homeless.</p> <ul style="list-style-type: none"> • <i>For eligibility based on child protective services (CPS) (Eligibility criteria apply to state-funded general contracts):</i> <ul style="list-style-type: none"> — A written referral is on file from the local welfare department, child protective services unit, or a legally qualified professional from a legal, medical, or social service agency or emergency shelter, dated within the six months immediately preceding the date of application for services. The written referral shall include either: <ol style="list-style-type: none"> 1. A statement from the child protective services unit of the local county welfare department certifying that the child is receiving child protective services and that child care and development services are a necessary component of the child protective services plan; <i>or</i> 2. A statement by a legally qualified professional that the child is at risk of abuse or neglect and the child care and development services are needed to reduce or eliminate that risk; <i>and</i> the probable duration of the child protective services plan or the at-risk situation; <i>and</i> the name, address, telephone number, and signature of the legally qualified professional who is making the referral. • <i>For CPS referrals to FAPP, FCPS, FCTR, FFCC FHUD, programs (eligibility criteria apply to federally funded contracts):</i> <ul style="list-style-type: none"> — Eligibility is based on income. If an authorized professional licensed by the state of California has requested that the contractor waive income eligibility and parent fees, such documentation must be in writing and maintained in the family's files. 	
--	---	--

	<ul style="list-style-type: none"> • <i>For GHAN:</i> <ul style="list-style-type: none"> — A basic data file containing the individualized educational program (IEP) is on file. • <i>For GMIG:</i> <ul style="list-style-type: none"> — At least 50 percent of the family's income was derived from agriculture-related employment for the 12 months immediately preceding the application date. • <i>For GPRE:</i> <ul style="list-style-type: none"> — With the exception of CPS children, the following information is on file in addition to a determination that the family's income is at or below the current state preschool family income ceiling, by family size : <ul style="list-style-type: none"> a. Verification that the child's age is between three and five years as of December 2 of the contract year b. Verification of residency, which may include a parental declaration of intent to live or work in California or to do both c. No more than 10 percent of the total enrollment to be children of families exceeding the income requirement or children over five years of age (Family income may not exceed the income ceiling by more than 15 percent.) • <i>For F2AP, G2AP:</i> <ul style="list-style-type: none"> — There is evidence that a determination has been made by the local county welfare department that the family's work or approved work activity is stable or that the family is making a transition from receiving aid. Stage 2 services may also be provided to a family who elects to receive a lump-sum diversion payment or diversion services. The family remains eligible for child care services for up to 24 months after the family is no longer receiving or eligible to receive assistance under the Temporary Assistance to Needy 	
--	--	--

	<p>Families (TANF) program as long as the family income remains income-eligible. The 24-month period begins when the family leaves the cash aid program.</p> <ul style="list-style-type: none"> • <i>For F3TO, G3TO:</i> <ol style="list-style-type: none"> a. The parent has timed out. Unlike Stages 1 and 2, there is no time limit on child care for families enrolled in Stage 3. <i>and</i> b. The family is deemed eligible by its income. 	
<p>III-C16 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO) Families with children enrolled in the program have met the need requirement. (EC 8263[a][2], 8351[d]; 5 CCR 18083[e])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • For sample files selected, review the application for child development services and certification of eligibility (Form CD-9600) or comparable agency-adopted form and supporting need documentation from the family files. • Determine whether days and hours of care as certified by the agency match the days and hours supported by the documentation of need contained in the family files. 	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <ul style="list-style-type: none"> • <i>For GAPP, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, GHUD:</i> <ul style="list-style-type: none"> — The need requirement is verified by one of the following: <ol style="list-style-type: none"> 1. CPS written referral. Refer to item III-C16 for requirements. 2. Verification that the parent and any other adult counted in the family size meet any of the following requirements: <ol style="list-style-type: none"> a. Employed b. Seeking employment (limited to 60 working days per fiscal year) c. Participating in vocational training leading directly to a recognized trade, paraprofession, or profession d. Homeless and seeking permanent housing for family stability e. Incapacitation, as determined by a legally qualified professional 3. The child has a medical or psychiatric special need or exceptional needs that cannot be met without the provision of services and that such need is verified by a legally qualified professional. • <i>For FAPP, FCPS, FCTR, FFCC, FHUD:</i> <ul style="list-style-type: none"> — The need requirement is determined by one of

		<p>the following:</p> <ol style="list-style-type: none"> 1. CPS written referral. Refer to item III-C16 for requirements. 2. Verification exists that the parent and any other adult counted in the family size meet any of the following requirements: <ol style="list-style-type: none"> a. Employed b. Seeking employment (limited to 60 working days per fiscal year) c. Participating in vocational training leading directly to a recognized trade, paraprofession, or profession, 3. In a two-parent family one parent must meet the criteria noted above and any other adult counted in the family size is incapacitated or has a medical or psychiatric special need to the extent that the adult's ability to provide normal care for the child is significantly limited. These situations must be verified by a legally qualified professional. <ul style="list-style-type: none"> • <i>For F2AP, G2AP</i> <ul style="list-style-type: none"> — Verify that at the time of enrollment for Stage 2 (for families still receiving aid), the parent needs services because of participation in an approved work activity and that any other adult counted in the family size criterion meets one of the following requirements: <ol style="list-style-type: none"> 1. Employed (Services may also be provided so that the parent can accept work if such services are necessary to ensure the availability of care when work commences.) 2. Seeking employment (limited to 60 working days per fiscal year) 3. Participating in a job training or education program leading directly to a recognized trade, paraprofession, or profession 4. Incapacitated or has a medical or 	
--	--	---	--

		<p>psychiatric special need to the extent that the adult's ability to provide normal care for the child is significantly limited. These situations must be verified by a legally qualified professional.</p> <p>— If the family is no longer receiving aid, the parent and any other adult counted in the family size must meet one of the criteria specified above as long as the family continues to be otherwise eligible. For F2AP only, criterion 4 may be applied only to the other adult counted in the family size, not the primary parent.</p> <ul style="list-style-type: none"> • <i>For F3TO, G3TO:</i> <ul style="list-style-type: none"> — Verify that at the time of enrollment the parent and <i>any other adult counted in the family size</i> met one of the following requirements: <ol style="list-style-type: none"> 1. Employed. Services may also be provided in order for the parent to accept work if such services are necessary to ensure the availability of care when work commences. 2. Seeking employment (limited to 60 working days per fiscal year) 3. Participating in a job training or education program leading directly to a recognized trade, paraprofession, or profession 4. Incapacitated or has a medical or psychiatric special need to the extent that the adult's ability to provide normal care for the child is significantly limited. These situations must be verified by a legally qualified professional. — After initial enrollment the family may continue to be served as long as the parent and any other adult counted in the family size continue to meet one of the criteria above (for F3TO) only, criterion 4 for other adult counted in the family size, not the primary parent) or there is a need for child protective services (or for G3TO, the child has a medical
--	--	---

	or psychiatric special need that can be met only with the provision of services).	
III-C17 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GWAP, GPRE, FHUD, GHUD, GAPP, G2AP, G3T0, FAPP, F2AP, F3T0, GHAN) A basic data file has been established for each family that includes a completed application for services and supporting documentation. For all programs except GPRE , the agency verifies the eligibility and need of each family or child within 30 days of a change in “eligibility” status or “need” or at intervals not to exceed 12 months. (5 CCR 18081, 18082, 18083, 18103)	District or Agency <ul style="list-style-type: none"> • Review the contents of the basic data file. • Compare the current application with the previous applications(s) and supporting documentation in previously selected sample files. <ul style="list-style-type: none"> • The basic data file for each family meets the specific criteria and documentation requirements contained in each contract’s funding terms and conditions. • Each file contains a completed application, including timely dates, signatures, verification of income, or self-certification of income and need. • The verification of eligibility and need is done within 30 days of a change in eligibility or need status or at intervals not to exceed 12 months. <ul style="list-style-type: none"> — <i>For CPS:</i> Referrals are updated every six months, with verification (in cases of actual abuse) that the child development services is a necessary component of the CPS plan. — <i>For homelessness:</i> Verification of the family’s temporary or substandard living arrangement is done every three months. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
III-C18 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, FAPP) Families with children enrolled in the programs are selected according to the priorities of that program. (EC 8263[b][1][2], 8235, 8352[a], 8468.5; 5 CCR 18092, 18106, 18131, 18182, 18191, 18201)	District or Agency <ul style="list-style-type: none"> • Review the waiting list. • Review the applications of the three most recently enrolled children and evaluate their enrollment in relation to the priorities. <p><i>For GPRE:</i> Review the selected sample of family eligibility files for timely verification of family income and the child’s age.</p> <p><i>For GLTK:</i> Interview the director.</p> <p><i>ASK:</i> What is the percentage of children with exceptional needs in the school-age care program?</p> <ul style="list-style-type: none"> • Detailed information indicates whether priorities are being followed. • Waiting list includes the following: the child’s name, address, telephone number, determination of eligibility and need, gross income, number in family unit, birth dates of the children, per capita income amount or admission rank (Form CD-2600A), date of original inquiry, date of admission or date of removal from list, if applicable. • <i>For GPRE and GWAP:</i> <ul style="list-style-type: none"> — Information is on file to determine whether families are admitted according to the following priorities: 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>What means is the agency using in an attempt to reach a level at least equal to the percentage of the district's enrollment of children with exceptional needs?</p> <p><i>For GMIG:</i> For contractors operating in federally funded public housing centers, determine whether the first 14 days of the initial enrollment period are reserved for residents of the housing center.</p>	<ol style="list-style-type: none"> 1. Verification that the program gives priority to children ages three to five years receiving child protective services through the local county welfare agency (without regard to income) 2. Verification of the family's income within 120 calendar days prior to the first day of the new preschool year 3. Verification that the program gives priority to admitting eligible four-year-old children (children who will have their fourth birthday on or before December 2 of the fiscal year in which they are enrolled) prior to admitting eligible three-year-old children and first admits those children whose families have the lowest adjusted monthly income <p>— The following priorities may be adopted and used in addition to those previously noted when the family income is the same for the family size:</p> <ol style="list-style-type: none"> 1. Children identified as English learners (EL) 2. Children identified as handicapped who have an individualized education program (IEP) that identifies the preschool program as the most appropriate placement 3. Children from families whose special circumstances may diminish the children's opportunities for normal development <ul style="list-style-type: none"> • <i>For GLTK:</i> <p>— Information is on file to determine whether the priorities noted below were followed:</p> <ol style="list-style-type: none"> 1. Children in kindergarten through grade nine were appropriately referred because of abuse or neglect or the risk thereof. Those children receiving protective services through the local county welfare department are admitted first. 2. Second to be admitted are children in
--	--	--

	<p>kindergarten through grade three and their school-age siblings under the age of 13 years. Within this group those children from families with the lowest per capita income are admitted first.</p> <p>3. Next to be admitted are children in grades four through nine and their school-age siblings under the age of 13 years. In this group children from families with the lowest per capita income are admitted first.</p> <p>4. Children with exceptional needs who reside in a school district receive services at levels at least equal to the percentage of the district's regular education enrollment in kindergarten and grades one through eight, inclusive. If demand for this level of service does not exist, the agency has requested and has received a written waiver from CDE.</p> <ul style="list-style-type: none"> • <i>For GMIG:</i> <ul style="list-style-type: none"> — Eligibility is based on the family's status, and selection is based on the following priorities: <ol style="list-style-type: none"> 1. The family moves from place to place. 2. The family has migrated in the past five years and is currently employed in agribusiness and is settled near agricultural areas. 3. The family resides in an agricultural area and is dependent on agricultural work. • <i>For FHUD and GHUD:</i> <ol style="list-style-type: none"> 1. The residents of the housing development occupying assisted units are first priority. Families with the lowest per capita income will be granted a subsidy first. 2. Nonassisted-unit residents of the housing development are second priority. Families with the lowest per capita income will be granted a subsidy first. 	
--	---	--

		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>III-C19 (FCPS, FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, GHUD, FHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, GCPS) The program does not discriminate in determining which children are served. Regarding children with disabilities, as defined by the Americans with Disabilities Act (ADA) there is evidence that the program:</p> <ol style="list-style-type: none"> 1. Welcomes the enrollment of such children; 2. Understands the requirement of the Americans with Disabilities Act (ADA) to make reasonable accommodations for such children; 3. Implements those accommodations. <p>(Public Law 101-336, 104 Stat. 327 ADA of 1990, 42 USC sections 12101 et seq. [2000])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review admissions policies. • Review the parent handbook. • Review the provider handbook for alternative payment agencies. • Review the files of children. • Interview program staff. <p><i>ASK:</i></p> <p>Are you aware of children with disabilities or other special needs enrolled in this program for whom accommodations are made?</p> <p>Describe your role in designing and/or implementing those accommodations.</p> <ul style="list-style-type: none"> • Regarding admission policies: <ul style="list-style-type: none"> — Verify that children are served regardless of their race, gender, religion, disability, or ethnicity. — Verify that the agency (or providers for alternative payment programs) do not charge parents a categorically higher rate for children with disabilities or with other special needs. • Regarding the parent and/or provider handbook: Verify that the handbook contains a statement of nondiscrimination toward enrollees. Verify the presence of statements welcoming the enrollment of children with disabilities and other special needs. • Regarding the children's files: Verify that evidence exists, either in the developmental profiles or elsewhere, indicating: <ul style="list-style-type: none"> — Consideration of how a child's disabilities might affect access to the program; — Description of accommodations for children with disabilities; — Implementation of accommodations for children with disabilities. • Regarding staff interview: <ul style="list-style-type: none"> — Verify that staff and administration understand their obligation to serve children with disabilities. 	

IV		Staffing and Professional Growth			
		To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities			
Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
IV-C20 (FCPS, FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD,GAPP, G2AP, G3T0, FAPP, F2AP, F3T0, FBRR) The agency has developed and implemented a staff development program. (EC 8240[g]; 5 CCR 18270 et seq.*) * Additional regulations are contemplated.	District or Agency • Review the agency’s program for staff development. • Review notes of staff development meetings. • Review written job descriptions. • Review the orientation program for new staff. • Interview the program director. • Interview appropriate staff. ASK: How was the program developed? Who was involved? Were you involved in developing the staff development program? How do employees communicate their staff development needs to agency management? How does management communicate with staff? Did you receive an evaluation in compliance with agency policy? In addition: • Complete the appropriate environmental rating scale: For preschool center care, complete the early childhood environment rating scale (ECERS). For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS). For school-age center care, complete the school-age care environment rating scale (SACERS).	 • The staff was involved in the development of the staff development program. • The program is appropriate. • The staff development program included the following: identification of the training needs of staff; written job descriptions; an orientation plan for new employees; staff development topics that include topics related to the functions specified in each employee’s job; an internal communications system that provides employees with information to carry out their assigned duties, and an annual written performance evaluation procedure unless a different frequency of performance evaluation is specified in the contractor’s collective bargaining agreement. • Employees know about the staff development program and can identify features that are being implemented. • If applicable, family child care providers’ needs for professional development are identified by the agency and opportunities for professional development are offered that take these needs into account. ECERS On the ECERS items listed below, an average score of at least 4 must be achieved. 39. Provisions for personal needs of staff 40. Provisions for professional needs of staff 41. Staff interaction and cooperation 42. Supervision and evaluation of staff 43. Opportunities for professional growth ITERS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>For family child care home, complete the family day care rating scale (FDCRS).</p> <p>On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>32. Adult personal needs 33. Opportunities for professional growth 34. Adult meeting area</p> <p>SACERS On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>10. Meals/snacks 11. Nap/rest 39. Provisions for personal needs of staff 41. Opportunity for professional growth 42. Staff meetings 43. Supervision and evaluation</p> <p>FDCRS On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>31. Balancing personal requirements and caregiving 32. Opportunity for professional growth</p>	
<p>IV-C21 (FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, GFCC,FFCC, FHUD, GHUD) Each program operating two or more sites has a qualified program director. (EC 8244[a][1][2], 8360.1, 8360.3[b], 8463; 5 CCR 18203)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review the certified personnel roster or comparable form for the name of the people indicated as program director. Review personnel files for required documentation. 	<ul style="list-style-type: none"> The contractor employs a program director with general administrative responsibility for programs operated at two or more sites. (GLTK programs require a program director at one or more sites. The program director may also function as a site supervisor at one of the sites if he/she assumes responsibility for the day-to-day operation of the program at the site and is fully qualified.) The program director possesses one of the following permits or credentials: <ul style="list-style-type: none"> A permit issued by the Commission on Teacher Credentialing authorizing supervision of a child care and development program operating in multiple sites. The following permits are acceptable: <p style="text-align: center;">Child Development Program Director</p>

--	--	--

	<p>Permit <i>or</i></p> <p>Children's Center Supervision Permit</p> <ul style="list-style-type: none"> — A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school; or a single-subject credential in home economics and six units in administration/supervision of early childhood education/child development (ECE/CD) programs (not required of any person who was employed as a program director prior to January 1, 1993, in a child care and development program receiving funding from the Child Development Division) and 12 units of ECE/CD or at least two years' experience in an ECE/CD program. — An administrative services credential authorizing administration or supervision in California that includes a preschool authorization. • <i>For FCTR only:</i> In a commingled GLTK program, the program director may meet the qualifications specified by the GLTK program. • <i>For GLTK only:</i> The program director possesses one of the following qualifications: <ul style="list-style-type: none"> — A bachelor's degree in recreation, recreation therapy, special education, or a related field; (a) three semester units of administration and supervision of recreation, child development, or related programs; and (b) two years of teaching or supervisory experience in recreation or related programs — One of the following valid permits or credentials issued by the Commission on Teacher Credentialing: <p>Children's Center Supervision Permit; <i>or</i></p> <p>Life Children's Center Supervision Permit;</p> <p><i>or</i></p> <p>Preliminary Administrative Services Credential; <i>or</i></p> 	
--	---	--

	<p>Professional Administrative Services Credential</p> <ul style="list-style-type: none"> — A permit pursuant to <i>Education Code</i> Section 8360 and three semester units of administration and supervision of child development programs • <i>For GHAN only:</i> The program director meets one of the following qualifications: <ul style="list-style-type: none"> — Possesses a California special education credential; <i>or</i> — Possesses a professional credential; license; master's degree in psychology, social work, special education, physical education, recreation therapy, vocational education, counseling, early childhood education, or child development; and has completed six semester units of administration and supervision of early childhood education or child development programs, or both; or — Has work experience prior to January 1, 1993, as a program director in a child care and development program that provides services to severely handicapped children. 	
<p>IV-C22 (FTCR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Each program with more than one site has a qualified site supervisor at each site. (EC 8208[aa][1], 8463; 5 CCR 18205)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the certified personnel roster or comparable form for the name(s) of the person(s) indicated as site supervisor(s). • Review personnel files for required documentation. • Each center, regardless of whether it is exempt from licensure, has a fully qualified site supervisor on the premises responsible for program operations during the hours the program is in operation. The site supervisor possesses one of the following: <ul style="list-style-type: none"> — A permit issued by the Commission on Teacher Credentialing that authorizes supervision of a child care and development program operating in single sites. The following permits are acceptable: <ul style="list-style-type: none"> Child Development Program Director Permit <i>or</i> Child Development Site Supervisor Permit 	<div> <div></div> <div></div> <div></div> </div>

	<p><i>or</i></p> <p>Children's Center Supervision Permit</p> <ul style="list-style-type: none"> — A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school; or a single-subject credential in home economics and six units in administration/supervision of ECE/CD (not required of any person who was employed as a program director prior to January 1, 1993, in a child care and development program funded by the Child Development Division) and 12 units of ECE/CD or at least two years' experience in an ECE/CD program — An administrative services credential authorizing administration or supervision in California that includes a preschool authorization • <i>For FCTR only:</i> In a commingled GLTK program, the site supervisor may meet the qualifications specified by the GLTK program. • <i>For GLTK only:</i> The site supervisor possesses one of the following: <ul style="list-style-type: none"> — Valid permit or credential issued by the Commission on Teacher Credentialing, specifically a: <ul style="list-style-type: none"> — Child Development Site Supervisor Permit, <i>or</i> — Children's Center Supervision Permit — Bachelor's degree with an emphasis in ECE/CD (three of the units in ECE/CD must be in administration) and one year's experience in a licensed day care center — A.A. degree with an emphasis in ECE/CD (three of the units in ECD/CD must be in administration) and two years' experience in a licensed day care center — High school diploma or certificate of general educational development (GED) and 15 semester units in ECE/CE (three of the units 	
--	---	--

	in ECE/CD must be in administration) and four years' teaching experience in a licensed day care center.	
IV-C23 (FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Each site has qualified teachers. (EC 8208[af], 8360, 8360.3, 8463; 5 CCR 18206)	District or Agency <ul style="list-style-type: none"> • Review information on the personnel roster or comparable form for the name(s) or the person(s) indicated as teacher(s). • Each classroom, regardless of whether it is exempt from licensure, has a fully qualified teacher who possesses one of the following: <ul style="list-style-type: none"> — A permit issued by the Commission on Teacher Credentialing that authorizes service in the care, development, and instruction of children in a child care and development program. Any of the following permits is acceptable: <ul style="list-style-type: none"> Child Development Program Director Permit <i>or</i> Child Development Site Supervisor Permit Regular Children's Center Instructional Permit Limited Children's Center Instructional Permit Emergency Children's Center Teacher Permit Child Development Master Teacher Permit Child Development Teacher Permit Child Development Associate Teacher Permit (This permit authorizes the holder to supervise holders of Assistant Teacher permits.) — A current credential issued by the Commission on Teacher Credentialing authorizing teaching service in elementary school; or a single-subject credential in home economics and 12 units in ECE and/or CD or two years' experience in ECE or a child care and development program. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<ul style="list-style-type: none"> • <i>For FCTR only:</i> In a commingled GLTK program, the teachers may meet the qualifications specified by the GLTK program. • <i>For GLTK only:</i> A teacher may be deemed qualified by meeting one of the following criteria: <ul style="list-style-type: none"> — Possesses a Children’s Center Instructional Permit (Emergency, Limited, Regular) — Has earned 12 semester units in ECE/CD and has six months’ experience in a licensed day care center — Has earned six semester units in ECE/CD and, after employment, must complete at least two units each semester until a total of 12 units have been earned — As an alternative to satisfying the educational requirements in the regulations, may substitute 12 units or 240 training hours in any combination of the following areas: <ol style="list-style-type: none"> a. Recreation, which includes, but is not limited to, art, music, and dance b. Physical education, which includes, but is not limited to, indoor and outdoor sports activities c. Human services and social welfare, which includes, but is not limited to, nursing, psychology, sociology, or home economics d. Units earned toward an elementary or middle school teaching credential e. Early childhood education, child development, or school-age child units <p>A teacher is required to complete six units or 120 training hours prior to employment.</p> • <i>For GHAN only:</i> A teacher in a program that provides services to severely handicapped children meets one of the following criteria: <ul style="list-style-type: none"> — Has earned 24 semester units of course work with a “C” average or better, from an 	
--	---	--

	<p>accredited institution in any one or a combination of the following areas: psychology, sociology, special education, physical education, recreation therapy, vocational education, early childhood education, and child development</p> <p>— Has earned 16 semester units of course work in general education, including one course in each of the following areas: humanities, social sciences, math or science, or both, and English</p> <p>— Has experience in one of the following areas:</p> <ol style="list-style-type: none"> Two experience periods as a paid aide or assistant in a program serving children with exceptional needs or severely handicapped children Three experience periods as a volunteer in an instructional capacity in a program serving children with exceptional needs or severely handicapped children Two or more semester units of supervised field course work in a child care and development program at an accredited institution plus one experience period in a program serving children with exceptional needs or severely handicapped children <p>— Holds a California special education credential</p> <p>— Was employed prior to January 1, 1993, as a teacher in a child care and development program that provides services to severely handicapped children</p>	
<p>IV-C24 (FCTR, GCAM, GCTR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The applicable staff-child ratios are met for each age group and program.</p> <p>(EC 8288; 5 CCR 18168[a][6][A][D][F], 18290)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review the staff-child ratio schedule (Form CD3705). Determine whether ratios are met. Observe the classroom and playground. 	<ul style="list-style-type: none"> The following ratios are met: <ul style="list-style-type: none"> — <i>Infants, birth to 18 months old:</i> <ol style="list-style-type: none"> 1:3 adult-child ratio 1:18 teacher-child ratio

--	--	--

	<ul style="list-style-type: none"> — <i>Toddlers, 18 months to 36 months old:</i> <ul style="list-style-type: none"> a. 1:4 adult-child ratio b. 1:16 teacher-child ratio — <i>Preschoolers, 36 months to enrollment in kindergarten:</i> <ul style="list-style-type: none"> a. 1:8 adult-child ratio b. 1:24 teacher-child ratio — <i>Children enrolled in kindergarten to children 14 years old:</i> <ul style="list-style-type: none"> a. 1:14 adult-child ratio b. 1:28 teacher-child ratio <p>Whenever groups of children of two age categories are commingled and the younger age group exceeds 50 percent of the total number of children present, the ratios for the entire group must meet the ratios required for the younger age group. If the younger age group does not exceed 50 percent of the total number of the children present, the teacher-child and adult-child ratios shall be computed separately for each group. Except as otherwise provided in <i>Title 22, California Code of Regulations</i>, Community Care Licensing Standards, the program may exceed the teacher-child ratio by 15 percent for a period of time not to exceed 120 minutes in any one day.</p>	
--	--	--

V	Parent and Community Involvement				
To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training, volunteer activities, and the creation of partnerships					
Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-C25 (FCPS, FCTR, FFCC, GCPS, GCAM, GCTR, GFCC, GFRR, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO, FAPP, F2AP, F3TO, FBRR) The agency has implemented a process for reaching out to the community, informing the community about the program and soliciting its support. (5 CCR 18277)	District or Agency <ul style="list-style-type: none">• Review the policies and procedures manual.• Identify the person responsible for community outreach.	<ul style="list-style-type: none">• Evidence exists that the agency has identified a staff member responsible for this task.• Evidence exists to verify that the agency informs the community by using newsletters, news releases, flyers, mailing lists, speaking engagements.• Evidence is on file to verify that community resources are being used with the services of volunteers, donations are acknowledged, and so on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V-C26 (FCPS, GCPS, F2AP, F3TO, FAPP, G2AP, G3TO, GAPP) The agency has written information describing its program’s eligibility for services and distributes information to keep the community aware of its program. (EC 8220; 5 CCR 18222)	District or Agency <ul style="list-style-type: none">• Review written material that supports information regarding program availability.	<ul style="list-style-type: none">• There is evidence that the contractor provides the parent(s) with the following information upon enrollment in the program:<ul style="list-style-type: none">— Agency’s written policy statement— Program rules and regulations— Information regarding confidentiality— Information regarding legal and financial reporting requirements if the parent selects in-home care and payment is made to the parent as the employer of the in-home provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V-C27 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) There is a plan for parent involvement and education. (EC 8203, 8204; 5 CCR 18275)	District or Agency <ul style="list-style-type: none">• Review the agency’s plan for parental involvement and education.• Determine how the plan is implemented.• Review scheduled meetings, events, topics, and	<ul style="list-style-type: none">• Records are on file that show the following :<ul style="list-style-type: none">— Proposed dates for parent meetings— Types of opportunities available for parental participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>speakers; information shared; materials used; list of participants; and minutes of meetings.</p> <ul style="list-style-type: none"> • Interview the director. <p><i>ASK:</i></p> <p>How does the program involve parents?</p> <p>How does the program educate parents?</p> <p>How are the schedule and topics for events and meetings determined?</p> <p>What is the level of participation?</p>	<ul style="list-style-type: none"> • There is evidence that the plan is appropriate and includes the following components: <ul style="list-style-type: none"> — An open door policy that encourages parents to participate in the daily activities whenever possible — An orientation for parents that discloses the program philosophy, program goals and objectives, program activities, eligibility criteria and priorities for enrollment, fee requirements, and due process procedures — Two scheduled parent-teacher conferences held annually to discuss the child's progress. — Program activities and services meet cultural, linguistic and other special needs of children and families being served. 	
<p>V-C28 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) The program ensures that effective two-way comprehensive communication between staff and parents is carried out regularly throughout the program year.</p> <p>(EC 8203, 8261; 5 CCR 18270 et seq.)*</p> <p>*Additional regulations are contemplated.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Complete the appropriate environmental rating scale: <ul style="list-style-type: none"> For preschool center care, complete the early childhood environment rating scale (ECERS). For infant/toddler center care, complete the infant/toddler environment rating scale (ITERS). For school-age center care, complete the school-age care environment rating scale (SACERS). For family child care home, complete the family day care rating scale (FDCRS). 	<p>ECERS</p> <p>On the ECERS items listed below, an average score of at least 4 must be achieved.</p> <p>Personal Care Routine</p> <p>9. Greeting and departing</p> <p>Parents and Staff</p> <p>38. Provision for parents</p> <p>ITERS</p> <p>On the ITERS items listed below, an average score of at least 4 must be achieved.</p> <p>Adult Needs</p> <p>35. Provision for parents</p> <p>SACERS</p> <p>On the SACERS items listed below, an average score of at least 4 must be achieved.</p> <p>Health and Safety</p> <p>17. Departure</p> <p>Interactions</p> <p>34. Interactions between staff and parents</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>FDCRS On the FDCRS items listed below, an average score of at least 4 must be achieved.</p> <p>Basic Care 7. Arriving/leaving</p> <p>Adult Needs 30. Relationship with parents</p> <p>Provision for Exceptional Children 40. Caregiver preparation Program activities and services meet the cultural, linguistic, and other special needs of children and families being served.</p>	
<p>V-C29 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) A parent advisory committee or council, selected by parents, has been established. (5 CCR 18146, 18147, 18275[e])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the agency's plan for establishment of a parent advisory committee or council. • Review the schedule of meetings, minutes of meetings, list of committee or council members, and issues brought to the committee. • Interview the director. • Interview a committee or council member. <p><i>ASK:</i></p> <p>What is the procedure used in establishing the parent advisory committee or council?</p> <p>Who is on the committee?</p> <p>How often does the committee meet?</p> <p>What does the committee do?</p> <p>On which issues does the committee advise the agency?</p>	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>
<p>V-C30 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD) Families' health and social service needs have been identified and documented.</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review 10 percent of children's files (but no fewer than five files) in which health and service needs have been identified. • The records contain: <ul style="list-style-type: none"> — Identification of needs — Health care referrals, including referrals to 	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

<p>Referrals and follow-up on referrals are made when necessary. (EC 8203[1][m], 8208[q] 8240[d][e], 5 CCR 18276)</p>	<ul style="list-style-type: none"> • Review health and social services referrals. <p><i>For GMIG:</i></p> <ul style="list-style-type: none"> • Review documentation to determine the type of specialized services provided. • Review documentation of staff development activities to verify that training is related to the special needs of migrant children. • Review activity plans for enrichment activities that specifically address the special needs of migrant children. 	<p>Healthy Kids or Medi-Cal insurance programs</p> <ul style="list-style-type: none"> — Social service referrals — Record of follow-up procedures with parent to ensure that the needs have been addressed 	
<p>V-C31 (FCPS, FCTR, FFCC, FAPP, F2AP, F3TO, FHUD) The agency allows parents unlimited access to their children and to providers caring for their children during normal hours of provider operation and whenever the children are in the care of the provider. (45 CFR Section 98.31)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Review the agency’s written policy regarding parents’ unlimited access to their children. • Review the agency’s established procedure regarding parents’ unlimited access to their children. 	<ul style="list-style-type: none"> • Verify that the parent handbook, parent handouts, admissions policy, or parent bulletin board has a board-approved policy to allow parents unlimited access to their children while they are in the agency’s care; verify that this policy is implemented. 	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>

VI	Governance and Administration To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters				
<i>Compliance item</i>	<i>Review level/Guidance</i>	<i>Examples of how to achieve compliance</i>	<i>Status</i>		
			<i>C</i>	<i>NC</i>	<i>N/A</i>
VI-C32 (FCPS, FCTR, FFCC, GAPP, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, F2AP, FAPP, G2AP, F3TO, G3TO, GHUD, FHUD) The agency has informed all applicants for service of the right to appeal any adverse action. (5 CCR 18094, 18095, 18118)	District or Agency <ul style="list-style-type: none"> Review Notices of Action in files previously selected to ensure they were completed in accord with the instructions of the Child Development Division. 	<ul style="list-style-type: none"> Verify that a Notice of Action or comparable form with appeal rights was given or mailed to parents within 30 days of the date the parent signed the initial application for services or when a change in service level, family status, or fees has occurred. The Notice of Action must be mailed or delivered to the parent(s) at least 14 days before the effective date of an adverse action. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-C33 (FCTR, FFCC, GCAM, GCPS, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, FHUD, GHUD, GAPP, G2AP, G3TO) The program refrains from religious instruction or worship. (Constitution of California, Article XVI, Sec. 5; 5 CCR 18017)	District or Agency <ul style="list-style-type: none"> Review parent handouts and the handbook, admission policies, and posted information. Observe the program to determine whether religious instruction or worship is occurring. Interview the child development administrator. ASK: Does the program refrain from religious instruction or worship?	<ul style="list-style-type: none"> A written statement is on file that the agency refrains from religious practices. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI-C34 (FCTR, FFCC, GCAM, GCTR, GFCC, GHAN, GLTK, GMIG, GPRE, GWAP, GHUD, FHUD) Each site has a current license issued by the authorized licensing agency unless the site is exempt from licensing. (EC 8203; 5 CCR 18020; HSC 1596.792)	District or Agency <ul style="list-style-type: none"> Review the license for each site and home that the agency uses for subsidized care. 	<ul style="list-style-type: none"> A current license has been issued to the contracting agency and site address or to the family child care home provider and home address. The exemption letter issued by the Department of Social Services, Community Care Licensing Division (DSS, CCL), is on file; or there is evidence that the site is exempt, such as the following: 1) site is exempt if the contracting public or private school operates the before- and 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	after-school program on the school grounds, 2) the site is on federal property, or 3) the FCC home serves only one family.									
VI-C35 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GAPP, GCPS) The agency has on file all required information about each provider. (5 CCR 18230, 18231)	District or Agency <ul style="list-style-type: none">Review the selected sample of provider files. The number of files should be based on enrollment, as follows:<table><tr><th>Enrollment</th><th>Number of Files</th></tr><tr><td>Fewer than 100</td><td>8</td></tr><tr><td>100 to 499</td><td>15</td></tr><tr><td>500 or more</td><td>20</td></tr></table>A maximum sample size will be limited to 20 files.Each file contains verification of license status (where applicable) and a signed statement by each provider that includes:<ul style="list-style-type: none">Provider’s statement of usual and customary chargesProvider’s agreement to remain in compliance with applicable licensing laws and regulationsProvider’s assurance that services do not include religious instruction or worship (with the exception of F2AP, F3TO, FAPP, FCPS)Copy of the current license unless the site is exemptRate of paymentSchedule of paymentSigned document between program and providerAge group servedFor in-home and exempt providers, each file contains the following information:<ul style="list-style-type: none">Provider’s name and addressProvider’s date of birthProvider’s Social Security numberHours of services authorizedRates to be charged for servicesWithin 14 days of the first date of child care services, in-home and exempt providers, except for aunts, uncles, and grandparents, must provide the following information:<ul style="list-style-type: none">A description of the provider’s qualifications and experience	Enrollment	Number of Files	Fewer than 100	8	100 to 499	15	500 or more	20	<div><div></div><div></div><div></div></div>
Enrollment	Number of Files									
Fewer than 100	8									
100 to 499	15									
500 or more	20									

		<ul style="list-style-type: none"> — Signed health and safety self-certification — A statement from the parent that he or she has interviewed and approves of the provider — A California driver's license number or other valid identification verifying the provider to be at least 18 years of age — Documentation that the provider is a registered Trustline child care provider 	
VI-C36 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GAPP, GCPS) The provider is given information regarding alternative payment policies, procedures, and regulations. (5 CCR 18221, 18223, 18224, 18226)	District or Agency <ul style="list-style-type: none"> • Review written materials. • Interview, by telephone, the applicable number of providers according to the sample size. <i>ASK:</i> Were you given information regarding alternative payment policies? Did you receive the information at your initial in-service training or at a later date? If so, when? 	<ul style="list-style-type: none"> • Documentation indicates that the written information is given to providers. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VI-C37 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GCPS, GAPP) The agency sets forth the basis of provider participation, scheduled provider payments, and its complaint process. (5 CCR 18223, 18224, 18226)	District or Agency <ul style="list-style-type: none"> • Review written materials. 	<ul style="list-style-type: none"> • The following records are on file: <ul style="list-style-type: none"> — Provider handbook — Policies and procedures manual — Written agreement — Payment schedule containing a limitation of 1.5 standard deviations from the mean market rate for the type of care provided 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VI-C38 (FBRR, GFRR) The agency maintains a resource file, updated at least quarterly, which includes all licensed and exempt center-based providers and all licensed family child care homes in the agency's geographic service area.	District or Agency <ul style="list-style-type: none"> • Review the resource file. • Review written agency policies and other written materials made available to current and potential providers of child development services. 	<ul style="list-style-type: none"> • The resource file contains the following service documentation: <ul style="list-style-type: none"> — Provider's name, address, and telephone number 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

(EC 8212[a])	<ul style="list-style-type: none"> • Interview agency staff. <p><i>ASK:</i></p> <p>Does the agency maintain a file of exempt providers? If so, how is exempt status determined?</p>	<ul style="list-style-type: none"> — Fees charged — Ages of children served — Number of children permitted under the license — Hours of operation — Any special services offered 	
VI-C39 (FBRR, GFRR) The agency maintains individual files of licensed providers in its service area. (EC 8212[a])	District or Agency <ul style="list-style-type: none"> • Review the agency's records documenting the maintenance of individual files of licensed providers. 	<ul style="list-style-type: none"> • Documentation confirms that the agency maintains individual files of licensed providers. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VI-C40 (FBRR, GFRR) The agency provides telephone referrals for a minimum of 30 hours per week. (EC 8212[b])	District or Agency <ul style="list-style-type: none"> • Interview appropriate staff. <p><i>ASK:</i></p> <p>How many hours per week does the resource and referral agency offer telephone referrals?</p>	<ul style="list-style-type: none"> • Written policies stating that the agency provides telephone referrals for a minimum of 30 hours per week are on file. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VI-C41 (FBRR, GFRR) The agency provides the following technical assistance services to providers and potential providers of services: <ul style="list-style-type: none"> • Information on all aspects of initiating new child care services, including licensing, zoning, program and budget development, and assistance in finding such information from other sources • Information and resources that help existing providers maximize their ability to serve children and parents in their community • Dissemination of information on current public issues affecting delivery of child care services 	District or Agency <ul style="list-style-type: none"> • Review written materials available at the agency. • Interview appropriate staff. <p><i>ASK:</i></p> <p>How does the agency facilitate communications with and between local service providers?</p>	<ul style="list-style-type: none"> • The agency has on file: <ul style="list-style-type: none"> — Copies (or summaries) of licensing laws and local zoning ordinances — Books and articles about programs for children, articles on budget development and accounting — Publications released by the Bureau of Labor Statistics, U.S. Department of Labor, Department of Finance, and local Chamber of Commerce — Publications describing pending legislation at both the state and federal levels — Notices of meetings held or to be held with those involved in child and family services 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<ul style="list-style-type: none"> Facilitation of communication between existing child care and child-related service providers in the community served <p>(EC 8212[d])</p>		
<p>VI-C42 (FBRR, GFRR) The agency provides services that are responsive to the linguistic and cultural needs of the community.</p> <p>(EC 8213)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review written agency policies and other written material. Interview the program administrator and appropriate staff. <p><i>ASK:</i></p> <p>How does the agency provide services that are responsive to the linguistic and cultural needs of the community?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>VI-C43 (FBRR, GFRR) The agency maintains adequate documentation of requests for services.</p> <p>(EC 8212[c])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review agency records documenting requests for services and referrals provided by the agency. Documentation includes: <ul style="list-style-type: none"> Number of calls received requesting services (the required minimum of 30 hours of telephone referrals per week) Ages of children for whom services are requested Time category of requests (full day, part day, evening) Reason for requesting child care 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>VI-C44 (FBRR, GFRR) The agency has developed written referral policies that are available to parents and providers on request.</p> <p>(5 CCR 18244[c])</p>	<p>District or Agency</p> <ul style="list-style-type: none"> Review the agency's written referral policies. Referral policies are made available to all persons regardless of income and include: <ul style="list-style-type: none"> A statement that any information received from a parent will be considered confidential A statement defining the conditions under which a provider may be removed from the 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	provider file	
VI-C45 (FBRR, GFRR) The agency has developed written complaint procedures and implemented them. (5 CCR 18247, 18248)	District or Agency <ul style="list-style-type: none"> • Review the agency's written complaint policies and procedures. • Written policies describe procedures for: <ul style="list-style-type: none"> — Documenting and resolving complaints — Referring reports of licensing violations to appropriate agencies — Discontinuing referrals to certain providers and describing the conditions under which referrals may cease — Notifying discontinued providers in writing and informing them of their appeal rights 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
VI-C46 (F2AP, F3TO, FAPP, FCPS, G2AP, G3TO, GAPP, GCPS) The in-home and exempt providers selected by the parents are properly registered and meet the health and safety requirements. (45 CFR 98.41[a])	District or Agency <ul style="list-style-type: none"> • Review 10 percent of in-home and exempt provider files for the required documentation. • In-home and exempt provider files contain the following information: <ul style="list-style-type: none"> — The address where the care is to be provided — Names and ages of other persons in the home or providing care — A California driver's license number or other valid and recognized form of identification to verify that the caregiver is at least 18 years of age — The provider's qualifications and experience — Signed health and safety self-certification — Signed statement from the parent verifying that the parent has interviewed and approved of the provider — The names, addresses, and telephone numbers of two character references — Status as a Trustline applicant or registered Trustline child care provider — Evidence that the provider has been tested within the past 12 months and found to be free 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<p>of tuberculosis</p> <ul style="list-style-type: none"> — Statement that the provider’s home contains a fire extinguisher and a smoke-detecting device that meets standards established by the State Fire Marshal — Declaration by the provider that the provider’s home complies with all health and safety standards as required by state, county, and municipal agencies — For in-home care, the parent’s declaration that the parent’s home meets health and safety requirements as required by state, county, and municipal standards <p>Note: If the provider is the aunt, uncle, or grandparent of the child, only the first three items are required.</p>	
<p>VI-C47 (FBRR, GFRR) The resource and referral agency has either co-located with the county welfare department or established a means of swift communication with the county welfare department. (EC 8352)</p>	<p>District or Agency</p> <ul style="list-style-type: none"> • Interview the program director and staff. • Determine whether the requirement is being met. • Verification exists of the co-location of the resource and referral agency with an office of the county welfare department, <i>or</i> there is evidence of a means of swift communication between the resource and referral agency and the county welfare department. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>VI-C48 (FCTR, FFCC, FHUD, GCAM, GCTR, GFCC, GHAN, GHUD, GLTK, GMIG, GPRE, GWAP) The agency has established an attendance reporting process that allows it to accurately track and report when children are present or when there are excused and unexcused absences. (5 CCR 18065, 18068)</p>	<p>District or Agency</p> <p>For the family files selected, review:</p> <ul style="list-style-type: none"> • The children’s sign-in/sign-out documents and the Enrollment and Attendance Register (Form CD9400) or comparable agency-adopted form • Documentation for excused absences <p>Verify that the:</p> <ul style="list-style-type: none"> • Attendance for the child reflects the certified parental need for services. • Attendance/absence of the child is accurately reported on the Enrollment and Attendance Register. • Attendance has recorded excused and unexcused absences according to its board-adopted policies. • Agency has limited the number of “best interest” excused absences to a maximum of ten days per child per fiscal year. <p>Note: This limitation is not applicable to recipients of</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	child protective services.	
--	----------------------------	--